

**Diocese of Bridgeport**  
**Curriculum Map**

**Course: Mathematics**

**Grade Level: 1**

Content	Skills	Suggested Assessments*	Connecticut Content Standards
<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Number recognition</li> <li>• Ordering numbers                             <ul style="list-style-type: none"> <li>▪ Addition (+) and subtraction (-) signs</li> <li>▪ Mental math</li> </ul> </li> </ul> <p><b>Algebra and Probability</b></p> <ul style="list-style-type: none"> <li>▪ Graphing concepts (bar graphs &amp; pictographs)</li> <li>▪ Interpret data</li> <li>▪ More than/less than/same</li> <li>▪ Patterns</li> <li>▪ Operation</li> <li>▪ Logical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Identify number 0 – 12</li> <li>• Writing number words and numerals 0 – 12</li> <li>• Order numbers 0 - 12</li> <li>• Recognize and recite odd and even numbers</li> <li>• “Before” and “After” ordering</li> <li>• Write missing numbers in number line</li> <li>• Make combinations of 12</li> <li>• Demonstrate addition and subtraction through manipulatives</li> <li>• Begin to use mental math</li> <li>• Through stories and pictures add and subtract</li> </ul> <ul style="list-style-type: none"> <li>• Choose an operation</li> <li>• Identify and complete patterns</li> <li>• Compare graphs using bar and picture graphs</li> <li>• Identify and label more than/less than/same using graphs</li> <li>• Identify and complete pictures</li> <li>• Determine logical answers to questions</li> <li>• Predict what comes next</li> <li>• Understand math vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Recite and write numbers 1-12</li> <li>• Count and compare groups through 12</li> <li>• Identify, extend , create pattern</li> <li>• Examine picture and state how many of each item is displayed</li> <li>• Use manipulatives to determine more/less</li> <li>• Make booklet and write numerals, their names and choose correct number of stickers</li> <li>• Use connecting cubes or tiles for determining odd or even</li> <li>• Complete a number line</li> </ul> <ul style="list-style-type: none"> <li>• Use games and riddles with location words to find answers on number line</li> <li>• Sort and graph a given set of objects</li> <li>• State, given two sets of objects, which group has more/fewer</li> <li>• Graph objects in room</li> <li>• Create class weather graph</li> </ul>	<ul style="list-style-type: none"> <li>• Number sentences represent the result of counting, combining and separating sets of objects.</li> <li>• Number patterns can be used to understand grouping and place value.</li> <li>• Counting involves adding one more to the previous number and may involve grouping and counting by groups.</li> <li>• Addition involves identifying parts that may be counted and combined. Subtraction involves separating, comparing or counting on.</li> </ul> <ul style="list-style-type: none"> <li>• Problems involving classification and patterns can be solved using graphic organizers such as tables or Venn diagrams.</li> <li>• Patterns in data tables and graphs can be used to make predictions.</li> <li>• Real, picture, and bar graphs help to visualize information and make comparisons.</li> <li>• Patterns have rules and can be created using a variety of attributes.</li> <li>• Observations of games and simple experiments can help to identify the likelihood of certain events.</li> </ul>

	<b>Content</b>	<b>Skills</b>	<b>Suggested Assessments*</b>	<b>Connecticut Content Standards</b>
	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>▪ Facts: 0 through 12</li> <li>▪ Number sentences</li> <li>▪ Vertically/horizontally</li> <li>▪ Word problems</li> <li>▪ Operations</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>▪ 2 dimensional/3 dimensional</li> <li>▪ Shapes/solids</li> <li>▪ Symmetry</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>▪ Recognize fractional parts of a whole</li> <li>▪ Divide parts of whole into fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Use manipulatives to compare sums and differences</li> <li>• Identify, create and solve addition and subtraction facts vertically and horizontally</li> <li>• Choose operation and solve equations</li> <li>• Extend addition and subtraction equations facts using fact families</li>   <li>• Identify name and demonstrate shapes/solids and symmetry</li> <li>• Manipulate shapes</li> <li>• Design patterns using shapes</li>   <li>• Use manipulatives to show fractions</li> <li>• Recognize fractional parts of the whole: whole, half, quarter, third</li> <li>• Divide parts of whole into fractions</li> <li>• Understand math vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use manipulatives solve horizontal and vertical addition or subtraction facts'</li> <li>• Create stories to demonstrate understanding of addition and subtraction concepts</li> <li>• Create "Facts Family" houses</li> <li>• Choose operation , write number sentence and solve</li>   <li>• Create symmetrical shapes using paper and paint</li> <li>• Divide shapes to identify symmetry</li> <li>• Create tanagrams and state shapes</li> <li>• Determine how many of one shape will cover a larger shape</li> <li>• Use attributes to sort shapes</li> <li>• Use cut-out shapes and paste into pattern strip</li>   <li>• Identify part of set and write its corresponding fraction</li> <li>• Use math terms in sentences</li> <li>• Use plastic pie to show fractional parts</li> <li>• Identify and create shapes to show whole, half, quarter, third</li> </ul>	<ul style="list-style-type: none"> <li>• Number sentences represent the result of counting, combining and separating sets of objects.</li>   <li>• Shapes and solids can be classified by common characteristics.</li> <li>• Positional language helps precisely to describe, name and interpret direction and position of objects.</li> <li>• Patterns in data tables and graphs can be used to make predictions.</li> <li>• Real, picture, and bar graphs help to visualize information and make comparisons.</li>   <li>• A set of objects can be shared by making smaller groups that have the same amount; the smaller groups are fractional parts of the original set.</li> <li>• Fractions involve cutting parts of a whole into equal sizes.</li> <li>• Ratios are used to describe relationships between quantities.</li> </ul>

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	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>▪ Fact families</li> <li>▪ Turnaround facts</li> <li>▪ Missing addends</li> <li>▪ Doubles</li> <li>▪ Estimation</li> <li>▪ Ones, tens, hundreds</li> <li>▪ Ordering numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Produce fact families and recognize their associative relationship</li> <li>• Add numbers in any order</li> <li>• Solve math problems illustrating application of the number line</li> <li>• Count numbers 1-3 forward and backward</li> <li>• Memorize doubles facts to 12</li> <li>• Formulate a logical guess based on visual information</li> <li>• Write ones, tens, hundreds</li> <li>• Identify before, after, between counting</li> <li>• Order numbers</li> <li>• Organize objects into groups of 2, 5, and 10</li> <li>• Identify 2-digit numbers expressed as tens and ones</li> <li>• Recite skip counting patterns of 2, 5 and 10</li> <li>• Convert groups using place value</li> <li>• Understand math vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use manipulatives to demonstrate understanding of skip counting</li> <li>• Solve problems writing a number line</li> <li>• Sort groups of objects by 10s, 5s, and 2s</li> <li>• Examine group of objects, make logical guess or explain how to check the guess</li> <li>• Use 100 board or chart to show tens and one or to compare numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Counting involves adding one more to the previous number and may involve grouping and counting by groups.</li> <li>• Addition involves identifying parts that may be counted and combined. Subtraction involves separating, comparing or counting on.</li> <li>• Number patterns can be used to understand grouping and place value.</li> </ul>

Content	Skills	Suggested Assessments*	Connecticut Content Standards
<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>▪ Facts to 18</li> </ul> <p><b>Geometry/Measurement</b></p> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>▪ Value of pennies, nickels, dimes and quarters</li> <li>▪ Mixed coins</li> <li>▪ Money amounts</li> </ul> <p><b>Time/Calendar</b></p> <ul style="list-style-type: none"> <li>▪ Clocks—Digital/Analog</li> <li>▪ Estimation of time</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>▪ Length</li> <li>▪ Weight</li> <li>▪ Capacity</li> <li>▪ Temperature</li> </ul> <p><b>Probability and Statistics</b></p> <ul style="list-style-type: none"> <li>• <b>Graphing concepts</b></li> <li>• <b>Patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>• Expand on addition and subtraction with doubles, doubles plus one, guess and check, mental math, double digits without regrouping, three addends</li> <li>• Identify value of pennies, nickels, dimes and quarters</li> <li>• Count mixed coins to \$1.00</li> <li>• Write money amounts</li> <li>• Explore numbers on a clock</li> <li>• Identify hands on a clock</li> <li>• Write/tell time to the half hour &amp; time to the hour</li> <li>• Estimate length of time</li> <li>• Identify elapsed and anticipatory time using logic</li> <li>• Write/tell time to the half hour &amp; time to the hour</li> <li>• Identify days, weeks, months, year</li> <li>• Use standard and non-standard measurement</li> <li>• Determine best unit of measurement</li> <li>• Estimate measurement and weight based on visual information</li> <li>• Compare and contrast lengths, weights, capacities and temperatures</li> <li>• Determine likelihood of an event occurring</li> <li>• Predict and tally outcomes</li> <li>• Understand math vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use number line to find sums and differences</li> <li>• Determine answers as small-group addition or subtraction terms</li> <li>• Sort coins by color, size and value</li> <li>• Use dollars and cents appropriately</li> <li>• Use play money to pay for price-tagged items</li> <li>• State time to hour and half hour using circle</li> <li>• Read a calendar and answer questions about it</li> <li>• Write numbers on a circle, draw hour and minute hands</li> <li>• Use common items to identify best units of measure</li> <li>• Make reasonable estimates with units of measure</li> </ul>	<ul style="list-style-type: none"> <li>• Counting involves adding one more to the previous number and may involve grouping and counting by groups.</li> <li>• Addition involves identifying parts that may be counted and combined. Subtraction involves separating, comparing or counting on.</li> <li>• Calendars and clocks help to plan and sequence events.</li> <li>• Objects and physical referents can be used as nonstandard units to help make estimates of length, area, volume, weight and temperature.</li> <li>• Standard units of measure are used to communicate measurement in a universal manner.</li> <li>• Patterns in data tables and graphs can be used to make predictions.</li> <li>• Real, picture, and bar graphs help to visualize information and make comparisons.</li> <li>• Observations of games and simple experiments can help to identify the likelihood of certain events.</li> </ul>

\* Formal and informal assessments for skills may also encompass—1) one-on-one conferencing; 2) class work (self-guided and group; 3) oral performance; 4) teacher-made and textbook quizzes and tests; 5) work sheets; 6) running records; 7) portfolios; and 8) diagnostic tests.